**LESSON PLAN**

**SUBJECT:** Language Arts

**AGE:** 5th-6th grade

**STANDARDS**:

**STATE GOAL 2**: Read and understand literature representative of various societies, eras and ideas.

**.A.2b** Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.

**MATERIALS:** A list of literary devices, 5-6 different types of candy, piece of paper. Examples of literary terms: mood, setting, science fiction, allegory, alliteration, antagonist, anthromorphism, blank verse, character, characterization, climax, conflict, context, dialogue, dramatic irony, exposition, figurative language, foil, foreshadowing, hyperbole, metaphor, onomatopoeia, oxymoron, paradox, personification, plot, simile, theme, tone.

**LESSON:** Divide class into five different groups. Give each group 3 strips of paper with a literary device on it, such as science fiction, setting, mood. Each group should get three different terms. Next, give each group a piece of candy. Each piece of candy should be different. Give the groups about 15 minutes to make a commercial describing their candy and using the three terms together to make one commercial. At the end, let each group perform their commercial.

**ASSESSMENT:** Students will be graded on how they collaborate with each other in the group and if they understood the literary terms.

**REVISED LESSON PLAN**

**SUBJECT:** Language Arts

**AGE: 5th-6th grade**

**STANDARDS:**

**STATE GOAL 2**: Read and understand literature representative of various societies, eras and ideas.

**.A.2b** Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.

**MATERIALS:** A list of literary devices, 5-6 different types of candy, piece of paper, use of internet, communication software, computer programs for graphics. Examples of literary terms: mood, setting, science fiction, allegory, alliteration, antagonist, anthromorphism, blank verse, character, characterization, climax, conflict, context, dialogue, dramatic irony, exposition, figurative language, foil, foreshadowing, hyperbole, metaphor, onomatopoeia, oxymoron, paradox, personification, plot, simile, theme, tone.

**LESSON**: Divide class into five different groups. Give each group 3 strips of paper with a literary device on it, such as science fiction, setting, mood. Each group should get three different terms. Next, give each group a piece of candy, and each piece of candy should be different. Give groups as much time as needed, because some students need more time than fifteen minutes. Allow for students to present commercial in different ways than just performing. For example, using a computer program to make a commercial and show it to the class.

**ASSESSMENT:** Students will be graded on how they collaborate with each other in the group and if they understood the literary terms.

**UDL Analysis Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Characteristics and Special Needs of Students Considered** | **Potential Barriers/Missed Opportunities** | **Existing Materials and Methods** | **UDL Solutions** |
| A student who is non-verbal.  Students who do not want to perform in front of the class.  A student who has Cerebral Palsy that gets tired when standing and cannot write.  A student who is mild/moderate mentally disabled. | The inability to communicate his/her ideas.  These students would have no alternative ways to present their commercial.  If other students exclude or underestimate her abilities.  The students may potentially leave out this student. | No technology included in lesson.  No alternative ways to present information | A voice output device so that the student could have his ideas represented in the commercial.  Students could present their commercials in any way they wish. They could make their commercial on the computer and show the commercial to the class that way.  This student could still participate in this lesson because she can express her ideas even if she cannot act out the commercial.  This student could still participate in this lesson because the students are collaborating with each other and helping each other. |